



Commonwealth Accountability Testing System

KENTUCKY AUGMENTED NRT SPRING 2006

Administration Manual

for

Test Administrators

and

Proctors

Grade 3



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GENERAL INFORMATION FOR TEST ADMINISTRATORS

Getting Started

This manual contains the test administration directions for the Augmented Norm-Referenced Test (NRT). It is very important that you read this manual completely. If you have any questions concerning the following instructions or information, contact your Building Assessment Coordinator (BAC) or the District Assessment Coordinator (DAC). To ensure that you have taken all the steps necessary to prepare for a successful test administration, a checklist is provided on pages 7 through 9.

Important Dates

The Augmented NRT administration period is two weeks long (April 17–28, 2006).

It is imperative that the test be administered during this testing window.

- For the Spring 2006 test administration, **the first day of the testing window (April 17, 2006)** is the date that Student Rosters must be established for the Augmented NRT.
- Return all testing materials to your BAC as soon as you complete testing, **no later than the last day of the testing window.**

Advance Announcement

Testing dates should be made known to parents and students in advance to ensure that students come to school well rested on the days of the test. An announcement of testing dates and a reminder before the first day of testing are suggested.

Responsibilities of Test Administrators and Proctors

As a test administrator or proctor, you are responsible for

- reading, signing, and abiding by the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080);
- reading this manual before the administration of the tests and administering the tests according to the instructions in this manual;
- conducting makeup testing for students absent from original test sessions, if assigned to do so;
- protecting the security of the tests by carefully following the instructions in this manual for administering and handling material;
- understanding the proper procedure for how extended testing time will be handled by your school;
- reading the Appropriate Assessment Practices Certification Form (Appendix A) and returning a signed copy to the BAC;
- ensuring that all assessment materials assigned to you are kept secure during the testing window, counted, and returned to your BAC when testing is finished; and
- returning all test booklets in good condition to the BAC **no later than the last day of the testing window.**

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Interruptions During Testing

Circumstances over which you have no control (fire drills or power outages, for example) may disturb the students. If conditions allow, secure the room; if time permits, collect all testing materials from students. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test questions.

Should interruptions occur, document the occurrence and notify your BAC immediately. All documentation should be forwarded to your DAC and kept on file in the district office.

Scripts

Instructions and scripts detailing the procedures to be followed for each testing session are contained in this manual. To ensure consistent and accurate test administration, instructions are to be read aloud to students at the beginning of each testing session. The instruction scripts for each test part are printed in **bold** type. Directions for test administrators and proctors are printed in *italic* type.

Damaged Test Booklets

Once assigned, each student must use the same test booklet throughout the entire assessment. If a student damages or spoils a test booklet, the test administrator must report this immediately to the BAC. The test administrator or other trained personnel must transcribe any completed answers to a new test booklet. Then the test administrator must give the damaged test booklet to the BAC for documentation. If the test booklet has been damaged by bodily fluids (for example, a nosebleed), the inventory number (barcode number) must be recorded on the Student Roster and the booklet destroyed by shredding or incineration. A letter of explanation should be included with the BAC administrative materials explaining why the test booklet was destroyed and documenting the inventory number. If the test booklet is damaged in any other way, it should be voided and returned with the BAC administrative materials with a letter of explanation.

Makeup Tests

Each BAC will schedule makeup testing sessions for students who are absent during initial testing. Please check with your BAC if you have students for whom arrangements need to be made. Makeup testing sessions must be completed within the two-week testing window.

Aiding Students

With the exception of approved preexisting accommodations/modifications, as found in a student's IEP, 504 Plan, or LEP Program Services Plan (PSP), **you must not aid any student** in reading, understanding, or answering any of the test questions.

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Documentation of Problems During Testing

Staff involved with the problem or the issue should complete documentation during testing. The documentation should be forwarded to the BAC. The BAC will then give the documentation to the DAC.

Medical Exemption Form

This form must be used for all students who are certified by a doctor or physician as being medically unable to take the assessment and must be signed by the doctor or physician. It is important that the form is complete and that all information is legible. The exemption forms are reviewed for approval or denial. Contact your DAC for copies of this form. Return the completed form to your BAC or DAC.

Remember that a test booklet must be completed and returned for medically exempted students.

Testing Students with Disabilities

Accommodations and modifications must be identified in the student's Individual Education Program (IEP) or 504 Plan and used throughout the year during instruction. Most accommodations and modifications typically used in the instructional program for a student with disabilities are allowable for testing. For example, if a student normally works while wearing noise buffers, this accommodation can be used during testing. **If you are uncertain if an accommodation is allowable, contact your DAC.**

School personnel are asked to complete box 11 on page 3 of the student's test booklet to indicate which, if any, accommodations or modifications were used during testing. The categories include the following:

- Interpreter
- Scribe (dictation)
- Personal cueing systems
- Reader (oral administration)
- Paraphrasing or repeating directions
- Audiotape
- Other technology
- CATS Online
- Other

Special education regulations allow Admissions and Release Committees (ARC) to use the term *developmental delay* to identify students for special education services through age 8. For Grade 3 students designated as developmentally delayed, the IEP or 504 Plan bubble in box 11a on page 3 of the test booklet should be darkened, as should the "Developmental Delay" bubble in box 11b.

Further information is available in the regulation 703 KAR 5:070, Procedures for the Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (see www.education.ky.gov).

Additional Pages for Student Answers

Only students **legally identified** as having a disability related to **fine motor skills**, who **also have** IEPs or 504 Plans documenting the need for extra writing space, may submit additional answer pages. The teacher should be able to document, through practice exercises carried out in class prior to testing, that the space used by students is approximately the same as one page transcribed. Students will be allowed only this amount of space for their one-page answers.

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For example, if a teacher documents that three pages of a student's writing would be equivalent to one page of typical handwriting, the student is allowed up to three pages to answer one open-response question. Extra pages generated by the student should be inserted in the student's test booklet behind the front cover. A sticky note should be placed on the front cover of the test booklet noting that additional pages are included.

These test booklets should be packed and shipped to CTB/McGraw-Hill along with the other test booklets.

If students do not have accommodations or modifications for extra writing space, they are not allowed extra pages for responses. Students must use only the pages designated in the test booklets for answering the open-response questions.

Use of Technology

The student with special needs may complete open-response questions on a computer only if this accommodation is noted on the student's IEP or 504 Plan and the student uses this procedure routinely in his or her regular instructional program. **NOTE:** Multiple-choice questions cannot be computer-generated and must be bubbled on the test booklet. If the answers to multiple-choice questions have been entered on the computer-generated pages, they must be transferred to the student's test booklet.

When a student is using technology, this procedure should be followed:

1. The computer printout should be one page in length using the following specifications:

Font type:	Times New Roman
Font size:	14 point
Margins:	1.0 inch
Line spacing:	Double-spaced

2. Before the assessment begins, a template must be prepared in the appropriate word processing program for the student's use. The template should include, as a header at the top of **each** page, the words "STUDENT RESPONSE PAGE" and the date of the assessment administration. After those words, the header for each page should have sufficient space for the following:

- Student name
- Lithocode or barcode numbers from the student's test booklet
- Name of the school district
- Name of the school
- Name of the content area test being taken
- Question number

A student's response to open-response questions must not be saved to the hard drive of the computer that the student is working on nor be saved to any part of a computer network to which the student's computer may be attached. Responses must be saved **directly** and **only** to a diskette or a CD for the duration of the test.

Once the student has completed a testing session, the test administrator must immediately carry out the following steps (there should be no breaks in time after the student completes work):

1. Print out the student's responses.
2. Use a No. 2 pencil to write "NSR" (nonstandard response) in large letters in the response area of the student's test booklet for each open-response question that has a computer-generated response.
3. Insert the computer-generated responses in the student's test booklet behind the front cover. (Do **not** staple pages.)

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4. Make sure the diskette or CD containing the saved responses to the open-response questions from that testing session is stored securely until the next testing session for that student, along with the student's test booklet.
5. After all sessions are completed and the responses have been printed, erase the diskette or CD.

Once a session is complete, the computer upon which the student was working must be logged off from any network to which it was attached and powered down completely, to ensure elimination of any of the student's work that may have been saved in a temporary file.

Submit the blank and reformatted diskette or CD along with the student's test booklet. The testing contractor will destroy the diskette or CD.

CATS Online Testing

Many Kentucky students with disabilities and/or limited English proficiency (LEP) have required "human readers" as an accommodation to participate in the state assessment. Now many students use text-to-speech software, such as a textreader or screenreader, to independently read materials in the classroom with computers. Although students may continue to use human readers during online assessment, they have the option of using a textreader or screenreader if they meet three eligibility requirements. Students must

- have an IEP, a 504 Plan, or a Program Services Plan (PSP for LEP) that specifies the need for a reader or assistive technology as an instructional and assessment accommodation;
- require and use the textreader or screenreader on a routine basis (i.e., daily or weekly) to access printed material during classroom instruction;
- access and use the CATS Online Practice Area for the Augmented NRT until they can navigate the site and independently read the content with their assistive technology; and
- register through the DAC to use CATS Online.

Audiotapes

Audiotape versions of the tests for oral-accommodation students are produced in the Augmented NRT form. The intent is to standardize audio or oral delivery of the test and to reduce the number of school and district staff needed to administer tests orally.

Use of the audiotape version is considered an *oral accommodation*. A student may use an audiotape version of the test if

- the student's Individual Education Plan (IEP) provides for the use of oral accommodations in instruction and assessment **and**
- the student receives oral accommodations throughout the school year as part of his/her ongoing instructional program.

Additionally, it is strongly advised that the student experience using the audiotapes before the testing situation. This will reduce the novelty of the technology and will familiarize the student with the correct use of a tape player.

Students using the audiotape version of the tests must have a standard, two-track tape player/recorder (one per student), along with headphones that allow the student to hear, but do not allow sound to escape into the testing room.

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With each audiotape, a regular-print test booklet, a large-print version, or a Braille version is provided, which allows the student access to illustrations, charts, and graphics needed to respond to the questions.

It is strongly suggested that a backup tape player be readily available in case of malfunction. Additional batteries or access to an electrical outlet may be necessary.

Audiotape versions of the tests are to be treated in the same highly secure manner as any other testing materials. At the end of the testing window, **all** audiotape versions of the tests must be returned with the other test booklets.

Students to Be Tested

Each school must test every student enrolled in the school on the first day of the testing window. All students enrolled in Grade 3, including newly enrolled students, must be tested. Students may not be excluded from testing because of poor academic performance or discipline problems. Please refer to the information below and on the next page regarding those students not included in Accountability and students participating in the Alternate Portfolio Program.

- All exiting primary students shall take the Augmented NRT. If a school is certain that a student will continue in the primary program and the student's parents have been informed that the student will be continuing in the primary program, that student will not be required to take the Augmented NRT this spring. He/she will take the test next year in his/her last year of primary.
- If school personnel are not sure that a student will remain in the primary program when the Augmented NRT is administered, the student must take the test. If that student remains in the primary program for an additional year, he/she will retake the assessment next year.

Home/Hospital Instruction

Students enrolled in the district who are taught at home or in a hospital setting will participate in the Augmented NRT. However, if a student's illness or injury is such that participation in the assessment would pose a threat to the student's well-being, a medical exemption can be requested for the student. A Medical Exemption Form must be completed and signed by a doctor or physician, placed in the Administrative Forms Envelope, and returned to CTB/McGraw-Hill. Additionally, a test booklet appropriately bubbled for medical exemption must be completed for the student and included with all other used test booklets.

Medical Exemption Forms are reviewed for approval or denial. A student's handicapping condition alone cannot be the basis of a medical exemption.

Students Not Included in Accountability

Schools must test every student enrolled on the first day of the testing window. The following are the **only** allowable reasons for a student to be excluded from accountability:

- The student is a Foreign Exchange Student.
- The student has a Medical Exemption (pending Kentucky Department of Education approval).
- The student is expelled and is not receiving services as provided for in KRS 158.150(2).
- The student is a Limited English Proficient student who is in the first year of enrollment in a U.S. school.
- The student moved out of Kentucky public schools during the testing window.
- Other (Please provide explanation on Student Roster.)

Student identification and demographic information must be completed on the test booklets for all students enrolled in the school on the first day of the testing window, whether the student is testing or not.

Test administrators are instructed to keep a list of students who are absent during regularly scheduled testing so that makeup sessions can be scheduled as needed.

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Students Participating in the Alternate Portfolio Program

Students who meet the criteria for the participation in the Alternate Portfolio Program will not take the regular assessment. Do **not** complete a test booklet for Alternate Portfolio students.

Directions for including the Alternate Portfolio students in the state assessment program can be found in the *CATS Administration Guide*. Contact your BAC for more information.

Testing Students with Limited English Proficiency (LEP)

All LEP students must be included on School Rosters and must participate in the state-required assessment if they were enrolled on the first day of the testing window. The means and the degree of participation are determined by the length of time these students have been enrolled in U.S. schools.

- LEP students enrolled in Kentucky schools for the first year ever in a U.S. school will be **required** to take an English Proficiency Exam **and** the state-required Mathematics test (if enrolled in Grades 3 through 8 or 11).
- The school or district may choose to have LEP students participate in the state-required Reading assessment (**optional**) if this is their first year of enrollment in a U.S. school. (**Note:** If a school chooses to administer the optional reading test, all content areas for that grade will be scored.)
- LEP students enrolled in Kentucky schools for the first year ever in a U.S. school do not have to participate in the Science, Social Studies, Practical Living/Vocational Studies, or Arts and Humanities content areas of the state-required assessment. This testing will be **optional** for the first year. (**Note:** If any content area test is administered, all content areas for that grade will be scored.)
- The school or district will decide whether or not to count LEP scores in calculations of AYP or state accountability indices. This choice applies only to those LEP students enrolled for the first year in a U.S. school.
- LEP students in the second year or more of enrollment in a U.S. school shall participate in all parts of the state-required assessment. These scores will be used in AYP and accountability index calculations. (An exception is made for the Writing Portfolio assessment if LEP students have not yet completed two full years in an English-speaking school.)

Students whose primary language is not English may be provided with accommodations or modifications. Test administrators should determine, through procedures outlined by KDE, if accommodations or modifications are appropriate for individual students. Test administrators will base their decisions on the student's performance on a state-approved English language proficiency assessment in the areas of speaking, reading, and writing.

An individual student's accommodations and modifications must be consistent with the LEP Program Services Plan (PSP) for that student and must be used throughout the year during instruction. Test administrators may use only administration and response/processing strategies that do not inappropriately impact the content being measured.

Please see your BAC or DAC for further information on accommodation strategies and to determine whether or not accommodations or modifications are needed. Additional information on LEP students can be found in the *CATS Administration Guide*.

Checklist for Test Administrators and Proctors

Preparation

- ☐ Read all of this *Administration Manual for Test Administrators and Proctors*.
- ☐ Read, sign, and abide by the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080).
- ☐ Meet with your DAC or BAC to discuss the assessment schedule, testing procedures, and any questions you may have.
- ☐ Understand the proper procedure for how extended testing time will be handled by your school.

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- ☐ Check your assessment materials to be sure you have an adequate supply. Notify the BAC immediately if you need additional materials, are missing any materials, or have defective materials.
- ☐ Be sure each student has a No. 2 pencil (**pens are not allowed for any part of the test**), a calculator for use, and a book to read or other quiet work if he/she finishes the assessment early.
- ☐ Make a “TESTING—DO NOT DISTURB” sign for the door.
- ☐ Plan for students who will be taking the tests under modified administrative conditions in accordance with their IEPs, 504 Plans, or LEP/PSPs. The BAC should notify you if modified testing procedures are appropriate for any students.
- ☐ Read and sign a copy of the Appropriate Assessment Practices Certification Form (which includes the Administrator/Proctor Guide for the Augmented NRT). This form can be found in Appendix A, and a signed copy should be given to the BAC and kept on file in the local district.

Just Prior to Testing

- ☐ Review the directions for each content area test before you begin the testing session for that part.
- ☐ Arrange assessment materials so that you will be able to distribute them efficiently to students.
- ☐ Check the test directions to make sure you have all necessary materials (e.g., calculators).
- ☐ Write the name of your school and district on the board for completion of the demographic information.
- ☐ Post the “TESTING—DO NOT DISTURB” sign on the door.

Before the First Testing Session

- ☐ Follow the outlined procedures for the proper use of student precoded labels (see page 9).
- ☐ If student precoded labels do not accurately reflect the student information, follow the directions for completing the biographic information on the cover page of the test booklet. This can be done by the student or by school personnel.

During Each Testing Session

- ☐ Review the school’s daily schedule for testing.
- ☐ Monitor students’ handling of test booklets to keep the materials in good condition.
- ☐ Administer sessions for those students who need additional time or modifications.
- ☐ Notify the BAC **immediately** if any test booklets are missing.
- ☐ If problems arise during testing, notify your BAC and document the situation immediately after the testing session.

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After Testing

The post-test procedures are detailed on page 33.

- ☐ If necessary, contact your BAC for makeup testing (see page 2 of this manual).
- ☐ Be sure you have collected all materials from all of the students you have tested.
- ☐ Check the test booklets to be sure they are in good condition.
- ☐ Erase any extraneous marks you find.
- ☐ Prepare the test materials according to the directions on page 38 of this manual, and return them to your BAC as soon as you complete the Augmented NRT testing, or no later than the last day of the testing window.
- ☐ Apply a sticky note to the front cover of any test booklet that contains computer-generated responses or additional hand-written pages, and to the front cover of any **used** test booklet that has missing, torn, or upside-down pages. These test booklets will require special handling. Make sure these test booklets are placed on **top** of the stack of test booklets to be returned to the BAC.

Instructions for Using Student Precoded Labels

The following instructions need to be followed when using student precoded labels.

Review the student precoded label sheets to ensure that all the student information printed on the labels is correct. **If any of the information is incorrect or missing, do not use the label.** If a label cannot be used, follow the directions under “Instructions When Not Using Student Precoded Labels” for completing demographic information on the Writing Portfolio Score Form and the test booklet.

For each student:

- Remove the student’s first label from the sheet of labels. Place it on the front cover of the **test booklet** in the box that says, “PLACE PRECODED LABEL HERE.” Be sure to place the label squarely within the brackets so that the edges of the label do not cover any of the brackets. Please note that the test booklets are packaged so that they will be distributed randomly to the students. **The random order must be maintained when applying the labels.**
- Place the student’s second label on the **Writing Portfolio Score Form** in the box that says, “PLACE PRECODED LABEL HERE.” Be sure to place the label squarely within the brackets so that the edges of the label do not cover any of the brackets. Do **not** place the label in the bracketed space marked “PIGGYBACK LABEL.”

Instructions When Not Using Student Precoded Labels

If student precoded labels contain inaccurate information, the biographic information sections of the cover page of the test booklet must be completed by trained personnel or your students. Please read the script on page 16 to guide students through this activity. Write the full names (not initials) of your district and school on the board before beginning this session. Distribute one test booklet to each student. Supply a sharpened No. 2 pencil to any student who needs one.

STEP**1**

Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify your BAC.

PROVIDED FOR THE TEACHER

- ☐ *Augmented NRT Spring 2006 Administration Manual for Test Administrators and Proctors* (this manual)

PROVIDED FOR EACH STUDENT

- ☐ test booklet
- ☐ punch-out ruler (to be separated prior to testing)

ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT

- ☐ No. 2 pencil with eraser
- ☐ extra eraser
- ☐ scratch paper for solving mathematics problems
- ☐ calculator with at least four-function capability (not provided with test materials) (Students may use their own calculators.)

For the Mathematics test, calculators cannot be used in Part 1 (unless otherwise designated in a student's IEP or 504 Plan), are optional in Part 2, and are required in Part 3.

MODIFIED MATERIALS FOR ELIGIBLE STUDENTS

(These materials have been ordered in advance.)

- ☐ large-print test booklets
- ☐ Braille test booklets and rulers
- ☐ audiotapes

(A regular test booklet is provided with each large-print test booklet, Braille test booklet, and audiotape.)

If you are missing test materials, see your BAC.

FOUR-FUNCTION CALCULATORS

For the Mathematics test, calculators cannot be used in Part 1, (unless otherwise designated in a student's IEP or 504 Plan) are optional in Part 2, and are required in Part 3.

The decision to use or not to use calculators for Part 2 should be based on your standard classroom practices. Test questions have been designed and adequate time has been provided so that using a calculator will not offer any particular advantage.

If you have any questions about using calculators for testing, contact your BAC.

If a student misses part or all of the test, contact your BAC to arrange a makeup session.

Administer the test at a time when students are most alert, usually in the morning.

Avoid testing

- on days just before or after vacations, important school functions, or holidays
- after students have had strenuous physical activity

STEP 2

Plan Your Testing Schedule

- ☐ Review the test directions in advance.
- ☐ Apply the student precoded labels to the cover page of the test booklets (if not previously applied by your BAC or DAC)
- ☐ Plan test administration for students requiring accommodations.
- ☐ If student precoded labels contain inaccurate information, allow sufficient time to fill in the student-identifying information.
- ☐ Contact your BAC to arrange makeup sessions for students who miss part or all of a test.

Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room,
- ☐ make sure a student precoded label is applied to the front cover or the student-identifying information is filled in for each test booklet,
- ☐ distribute test materials,
- ☐ separate punch-out rulers,
- ☐ make sure students are working in the correct place and are marking only one answer for each test question,
- ☐ prevent talking or sharing of answers, and
- ☐ collect materials at the end of the testing session.

Administration Time

For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions.

ACTIVITY/TEST	TESTING TIME
<input type="checkbox"/> Fill In Student-Identifying Information	
<input type="checkbox"/> Reading and Language Arts, Part 1	Exactly 35 minutes
<i>Break</i>	
<input type="checkbox"/> Reading and Language Arts, Part 2	Exactly 30 minutes
<i>Break*</i>	
<input type="checkbox"/> Reading and Language Arts, Part 3	Approximately 55 minutes
<input type="checkbox"/> Mathematics, Part 1	Exactly 10 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics, Part 2	Exactly 30 minutes
<i>Break*</i>	
<input type="checkbox"/> Mathematics, Part 3	Approximately 60 minutes

* For each content area, it is suggested that the break before administering Part 3 be significant. For example, Parts 1 and 2 could be administered in the morning and Part 3 could be administered after lunch, or Parts 1 and 2 could be administered on one day and Part 3 could be administered the following day.

Further Responsibilities

As a test administrator or proctor, you are also responsible for

- ☐ reading, signing, and abiding by the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080);
- ☐ understanding how the proper procedure for extended testing time in Part 3 will be handled by your school;
- ☐ administering the assessment according to the instructions in this manual;
- ☐ reading the Appropriate Assessment Practices Certification Form (in the Appendix) and returning a signed copy to the BAC; and
- ☐ ensuring that all assessment materials assigned to you are kept secure during your testing window, counted, and returned to your BAC when testing is finished.

Test should be administered according to the specific directions, except as required for students using accommodations.

It is not permissible to change the order of the tests.

For each content area, Parts 1 and 2 are administered as the state-required NRT and must adhere to the testing times shown here. Part 3, however, is administered as the KCCT and extended time is provided if needed.

STEP**3**

Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board and in this Test Administration Manual, indicate starting and stopping times for each part of the test.
- ☐ Plan a quiet activity for students who finish testing early.
- ☐ Plan for accommodations to be provided as specified for individual students. Avoid calling attention to students who require accommodations.
- ☐ Plan testing so that students using accommodations do not distract or affect administration procedures for other students.

STEP**4**

Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Point out that some test questions may be more difficult than others and that some material may be new to students; students are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation.

Plan to Use Standard Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests are to be administered using standard testing procedures. These procedures indicate the exact directions, time limits, and scoring criteria to be used with the test. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores can be interpreted appropriately.

ASSESSMENT ACCOMMODATIONS

When students have documented education plans (IEP, 504 Plan, Program Services Plan) indicating that they may participate in educational tests only under nonstandard conditions (for example, extra testing time), appropriate accommodations should be made and documented. For more information, please consult your BAC.

COACHING

Prior to testing, be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

GUESSING

Prior to testing, encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Encourage students. Tell them, for example, "Just do your best and then move on to the next question."

Proctors may assist students in filling in the student-identifying information.

The birth date helps to identify students.

STEP
6

Fill In Student-Identifying Information

Please read the “Instructions for Using Student Precoded Labels” and the “Instructions When Not Using Student Precoded Labels” located on page 9 of this manual. If the student precoded labels cannot be used because they contain inaccurate information, distribute the test booklets, and have students use a No. 2 pencil to fill in the student-identifying information on the **front cover** :

- ☐ On the lines following DISTRICT and SCHOOL, have them write in the names of their district and school, after you have written them on the board.
- ☐ Tell them to find box number 1. They should print their LAST NAME, FIRST NAME, and MIDDLE INITIAL in the boxes provided. If there are not enough boxes for each part of their name, they should print only as many letters as there are boxes.

Under each letter they have entered for their last name, first name, and middle initial, they should fill in the circle of the matching letter. Tell them not to fill in any circles under blank boxes.

- ☐ Test administrators will complete box number 2 and box number 3.
- ☐ In box number 4, the students should fill in the circle for MALE or FEMALE.
- ☐ Box number 5 is for ETHNICITY. Ask them if they are White (Non-Hispanic), African American, Hispanic, Asian or Pacific Islander, American Indian or Alaska Native, or of another ethnic background. Then tell them to fill in the circle next to the ethnicity that best describes them.
- ☐ In box number 6, the students should fill in the appropriate circle next to the month in which they were born. In the boxes under DAY, they should write the two numbers of the day of the month in which they were born. If their day of birth is single digit, students should put a zero in the first box and the number of their day of birth in the second box. Then students should fill in the corresponding circles under each box. In the boxes under YEAR, students should write the last two numbers of their year of birth. Then they should fill in the corresponding circles under each box.

After testing, test administrators will fill in the demographic student-identifying information on the **third page** of the test booklets (see Step 8).

Student-Identifying Information

Front Cover of the Test Booklet

[illegible]

If student precoded labels contain inaccurate information, student-identifying information on each test booklet must be complete for accurate reporting.

Be sure circles for the student's birth date are filled in.

**SUGGESTION FROM
A TEACHER ABOUT
ADMINISTERING THE
TESTS:**

**"I always point to the
first question in each
section so that
students know where
to begin."**

STEP
7

Administer the Test

Specific directions for the Reading and Language Arts test begin on the next page. Specific directions for the Mathematics test begin on Page 27. Be sure to review the test directions in advance.

The following elements are used throughout the specific directions for both content areas:

Information that is only for you and is not to be read aloud is printed in this type style.



The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test booklet to show sample questions or to make sure students have turned to the correct page.



This symbol indicates parts where calculators may not be used.

- ☐ Before administering your content area, take a moment to have your students look through the test. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Be very careful to check that students do not skip or overlook any of the test questions. Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers **only** in the spaces provided. Pencil marks in the test booklet margins will delay processing of the test booklets.

Reading and Language Arts

Part 1—exactly 35 minutes

Part 2—exactly 30 minutes

Part 3—approximately 55 minutes

Directions for Administering Reading and Language Arts

Check to be sure that each student has his or her own test booklet.

- SAY** Open your booklets to Page 1 in the Reading and Language Arts test. Be sure to stay on the pages that say “Reading & Language Arts” at the bottom of the page. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 1 in the Reading and Language Arts test.

- SAY** We will read some stories and answer questions about them. I will tell you what to do. Then you will mark your answers in your booklets.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your booklets.

It may be helpful to hold up a folded test booklet so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

☐ SAMPLE A

- SAY** Now find Sample A. This is a practice question that we will do together.



Check to be sure that all students have found Sample A.

- SAY** Read the story. Then read the sentence below the story. Find the answer. Fill in the circle that goes with the answer you choose.

Give students time to do Sample A.

Do not read the sample out loud.

Sample A

When Pat came home from school, she ate an apple, played with her cat, and then did her homework.

Find the picture that shows what Pat did last.



played with her cat

Ⓐ



did her homework

Ⓑ



ate an apple

Ⓒ

SAY You should have filled in just one circle, the circle below the picture that shows that Pat did her homework. The story tells you that Pat did her homework last. If you did not fill in the correct circle, you may erase your mark and fill in the circle under the words “did her homework.”



Check to be sure that all students have marked the answer correctly. Discuss the sample with the students to be sure they understand what they are to do. Samples and explanations may be repeated if necessary.

☐ **SAMPLE B**

SAY Find Sample B. Find the sentence that is complete and is written correctly. Mark your answer.

*Give students time to do Sample B.
Do not read the sample out loud.*

Sample B

Find the sentence that is complete and is written correctly.

- Ⓐ After she comes home.
- Ⓑ Pat plays sometimes.
- Ⓒ Roller skating and baseball.
- Ⓓ With her neighborhood friends.

SAY You should have filled in just one circle, the circle next to the sentence that says “Pat plays sometimes.” That is the only complete sentence. If you did not fill in the correct circle, change your answer now.



Check to be sure that all students have marked the answer correctly.

SAY Now you are going to answer some more questions just as you answered these.

We will begin by reading an introduction to a theme. As we come to each story in the theme, I will tell you a little about it. Then you will read the story to yourself. After the story, there are questions for you to answer.

When you come to the word “STOP,” stop and wait for me to tell you what to do next.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

PART 1 Exact time: 35 minutes

SAY Turn the page. This is Part 1 of the Reading and Language Arts test.



Check to be sure that all students are on Page 3 in their test booklets.

SAY I will read aloud the introduction to the theme “Discoveries, Old and New.” You may read along silently with me.

Many exciting stories have been written about explorers, inventors, and others who have made discoveries about our world. We, too, are discoverers when we find out something we never knew before. In this theme, you will read about people who have made discoveries about their world, themselves, and others. As you read, perhaps you, too, will discover something new.

Pause and then continue.

SAY Turn the page.



Check to be sure that all students are on Page 4.

☐ **QUESTIONS 1 THROUGH 17**

SAY Put your finger next to the word “Directions” at the top of the page. I will read the directions aloud. You may read along silently with me.

Here is a picture story that may make you think about umbrellas in a new way. Read “Time for Umbrellas.” Then answer Numbers 1 through 17.

You may look back at the story if you need to. When you come to the word “STOP” after Number 17, wait for me to tell you what to do next.

You will have 19 minutes to do Numbers 1 through 17. You may begin.

Record the starting and stopping times for reading the story and answering Questions 1 through 17.



**RECORD THE
STARTING TIME:**

ADD 19 MINUTES:

**RECORD THE
STOPPING TIME:**

_____ + 19 _____



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

Be sure students are filling in circles correctly by making their marks heavy and dark.

Before breaks,
have students put
markers in their test
booklets to keep their
places.

At the stopping time, you may choose to have them close their booklets and take a short break (no longer than one or two minutes). Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

After the break,

SAY Open your booklets to Page 8 in the Reading and Language Arts test.



Check to be sure that all students are on Page 8.

□ QUESTIONS 18 THROUGH 27

SAY Put your finger next to the word “Directions” at the top of the page.

Here is a chapter from *Lost and Found*. Lucy Bell, a young girl, has just moved to a new town and has not yet made any friends. Read what Lucy discovers on her way home from the store. Then answer Numbers 18 through 27.

You may look back at the story if you need to. When you come to the word “STOP” after Number 27, wait for me to tell you what to do next.

You will have 16 minutes to do Numbers 18 through 27. You may begin.

Record the starting and stopping times for reading the story and answering Questions 18 through 27.



RECORD THE
STARTING TIME:

ADD 16 MINUTES:

RECORD THE
STOPPING TIME:

_____ + 16 _____



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time, have them close their test booklets and take a break. Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

Resume testing when you think your students are ready to go on.

PART 2 Exact time: 30 minutes

When you begin this testing session, check to be sure that each student has his or her own test booklet.

SAY Open your booklets to Page 11. This is Part 2 of the Reading and Language Arts test. The page should look like this.

Before breaks,
have students put
markers in their test
booklets to keep their
places.

It may be helpful
to hold up a folded
test booklet so that
students can be
sure they are on
the correct page.



Demonstrate. Check to be sure that all students are on Page 11 in their test booklets.

SAY

I will read aloud the introduction to the theme “Gifts of Nature.” You may read along silently with me.

Plants and animals help us live a better life by feeding us, protecting us, and even teaching us lessons. Read these stories about nature and the gifts nature provides.

Turn the page.



Check to be sure that all students are on Page 12.

□ QUESTIONS 28 THROUGH 37

SAY

Put your finger next to the word “Directions” at the top of the page. Now you are going to read a chapter from *Little Hawk’s New Name* by Don Bolognese.

Here is part of a story about a boy, his grandfather, and a horse. Read the story. Then answer Numbers 28 through 37.

You may look back at the story if you need to. When you come to the word “STOP” after Number 37, wait for me to tell you what to do next.

You will have 12 minutes to read this part of the story and do Numbers 28 through 37. You may begin.

Record the starting and stopping times for reading the story and answering Questions 28 through 37.



**RECORD THE
STARTING TIME:**

ADD 12 MINUTES:

**RECORD THE
STOPPING TIME:**

_____ + 12 _____



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time, you may choose to have them close their test booklets and take a short break (no longer than one or two minutes). Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

**Before breaks,
have students put
markers in their test
booklets to keep their
places.**

After the break,

SAY

Open your booklets to Page 16 in the Reading and Language Arts test.



Check to be sure that all students are on Page 16.

☐ **QUESTIONS 38 THROUGH 42**

SAY

Put your finger next to the word “Directions” at the top of the page.

Here is chapter from a story about a family who learns to live with nature. The story takes place in the late 1870s. Read this part of the chapter. Then answer Numbers 38 through 42.

You may look back at the story if you need to. When you come to the word “STOP” after Number 42, wait for me to tell you what to do next.

You will have 8 minutes to do Numbers 38 through 42. You may begin.

Record the starting and stopping times for reading the story



**RECORD THE
STARTING TIME:**

ADD 8 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 8

and answering Questions 38 through 42.



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time,

SAY

Stop. Turn to Page 18.



Check to be sure that all students are on Page 18.

☐ **QUESTIONS 43 THROUGH 50**

SAY

Now read the rest of the chapter. Then answer Numbers 43 through 50.

You may look back at the story if you need to. When you come to the word “STOP” after Number 50, stop and wait for me to tell you what to do next.

You will have 10 minutes to read the rest of the story and do Numbers 43 through 50. You may begin.

Be sure students
are filling in circles
correctly by making
their marks heavy
and dark.

Record the starting and stopping times for reading the story and answering Questions 43 through 50.



**RECORD THE
STARTING TIME:**

ADD 10 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 10



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time, have them close their test booklets and take another break. Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

Resume testing after a significant break. (If Part 3 is scheduled for another day, collect all test materials at this time.)

**Before breaks,
have students put
markers in their test
booklets to keep their
places.**

PART 3 Approximate time: 55 minutes

When you begin this testing session, check to be sure that each student has his or her own test booklet.

SAY **Open your booklets to Page 21. This is Part 3 of the Reading and Language Arts test.**



Check to be sure that all students are in the correct place in their test booklets.

SAY **This part of the test is different from Parts 1 and 2 since you will have both multiple-choice and open-response (short-answer) questions to answer. Part 3 contains four reading selections with twenty-three multiple-choice questions and two open-response questions.**

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

You must write your answer to the open-response questions in the spaces provided in your test booklet. Answers or parts of answers written outside the boxed areas cannot be scored.

When you finish, do not work on any other part of the test.

You have 55 minutes to complete this part of the test, but you may have extra time to finish if you need it. Do you have any questions?

Pause and answer any questions.

SAY You may begin.

Record the starting and stopping times for Part 3.



**RECORD THE
STARTING TIME:**

ADD 55 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 55



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the end of the scheduled time,

SAY Stop. This is the end of the scheduled time for this part of the test. If you need more time to finish this part, please raise your hand.

If students raise their hands, explain to them how the test completion session will be handled in your school. Remember, students are not allowed to transport test materials.

SAY This is the end of the Reading and Language Arts test. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your test booklets.

This is the end of the testing session. Collect all test materials.

Directions for Administering Mathematics

Check to be sure that each student has his or her own test booklet, scratch paper, and a punch-out ruler. The punch-out rulers and scratch paper should not be returned to CTB.



NOTE: Unless otherwise designated in a student's IEP or 504 Plan, calculators should not be used to solve the problems in Part 1 of the Mathematics test.

SAY Open your booklets to the Mathematics test on Page 43. The page should look like this.



Demonstrate. Check to be sure that all students are in the correct place in their test booklets.

SAY Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

We are going to do some mathematics work. I will tell you what to do. Then you will mark your answers in your booklets.

You may not use a calculator for Part 1 of the test.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If the correct answer is not there, fill in the circle that goes with “None of these.” If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your booklets.

☐ SAMPLE A

SAY Now find Sample A. This is a practice question that we will do together.



Check to be sure that all students have found Sample A.

SAY Listen carefully. Read the problem. Then look at the numbers below the problem. Find the answer to the problem. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.
Do not read the sample out loud.*

Important: Punch out all the rulers prior to testing. Distribute scratch paper and punch-out rulers along with the test booklets.

It may be helpful to hold up a folded test booklet so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Sample A

Linda has 2 sweaters. Each sweater has 6 buttons. How many buttons do the sweaters have in all?

- Ⓐ 14
- Ⓑ 12
- Ⓒ 8
- Ⓓ 4
- Ⓔ None of these

SAY You should have filled in just one circle, the circle next to the number 12, because the sweaters have 12 buttons in all. You should not have written "12" in your booklets. If you did not fill in the correct circle, you may erase your mark and fill in the circle next to the number 12.



Check to be sure that students have marked the answer correctly. The samples and explanations may be repeated if necessary.

☐ **SAMPLE B**

SAY Find Sample B. Read the problem and use your ruler to find the answer to the problem. Mark your answer.

*Give students time to do Sample B.
Do not read the sample out loud.*

Sample B



Use the centimeter side of your ruler to help you solve this problem. How long is the seahorse from top to bottom? Mark your answer.



- Ⓐ 4 centimeters
- Ⓑ 6 centimeters
- Ⓒ 7 centimeters
- Ⓓ 9 centimeters

SAY You should have filled in the circle next to the answer "7 centimeters." The seahorse is 7 centimeters long. If you did not fill in the correct circle, change your answer now.



Check to be sure that students have marked the answer correctly.

SAY Now you are going to do some more problems just as you did these. Read all the directions carefully. You may use extra paper to work the problems, but remember to mark your answers in your booklets.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

PART 1 Exact time: 10 minutes

SAY Turn the page. This is Part 1 of the Mathematics test.



Check to be sure that all students are on the correct page in their test booklets.

☐ **QUESTIONS 1 THROUGH 8**

SAY Find Number 1. Answer Numbers 1 through 8. When you come to the word "STOP" after Number 8, you may go back and check your answers in Part 1, but do not go on. When you finish, wait quietly until everyone else is done.



You will have 10 minutes to do Numbers 1 through 8. You may begin.

Record the starting and stopping times for Numbers 1 through 8.



**RECORD THE
STARTING TIME:**

ADD 10 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 10



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time, have them close their test booklets and take a break. Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

Resume testing when you think your students are ready to go on.

Be sure students are filling in circles correctly by making their marks heavy and dark.

Before breaks, have students put markers in their test booklets to keep their places.

It may be helpful to hold up a folded test booklet so that students can be sure they are on the correct page.

Before breaks, have students put markers in their test booklets to keep their places.

PART 2 Exact time: 30 minutes

When you begin this testing session, be sure that each student has his or her own test booklet, scratch paper, and a punch-out ruler.

If you have decided your students should use calculators for this section of the test, make sure all students have a working calculator. Calculators cannot be shared. Remember, it is not necessary to use calculators.

SAY Open your booklets to Page 46. This is Part 2 of the Mathematics test. The page should look like this.



Demonstrate. Check to be sure that all students are in the correct place in their test booklets.

If your students are using calculators,

SAY You may use your calculators to work the mathematics problems in this part of the test.

☐ **QUESTIONS 9 THROUGH 30**

SAY Find Number 9. Answer Numbers 9 through 30. When you come to the word “STOP” after Number 30, you may go back and check your answers in Part 2, but do not go back to Part 1. When you finish, wait quietly until everyone else is done.

You will have 30 minutes to do Numbers 9 through 30. You may begin.

Record the starting and stopping times for Numbers 9 through 30.



RECORD THE STARTING TIME:

ADD 30 MINUTES:

RECORD THE STOPPING TIME:

_____ + 30 _____



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the stopping time, have them close their test booklets and take another break. Have them leave markers in their test booklets to keep their places. Do not allow students to discuss the test during the break.

Resume testing after a significant break or the next day (depending on your school testing schedule).

PART 3 Approximate time: 60 minutes

When you begin this testing session, be sure that each student has his or her own test booklet, scratch paper, and a punch-out ruler.

Your students should use calculators for this section of the test, so make sure all students also have a working calculator. Calculators cannot be shared.

SAY Open your booklets to Page 55. This is Part 3 of the Mathematics test.



Check to be sure that all students are in the correct place in their test booklets.

SAY You may use your calculators to work the mathematics problems in this part of the test.

This part of the test is different from Parts 1 and 2 since you will have both multiple-choice and open-response (short-answer) questions to answer. Part 3 contains thirty-eight multiple-choice questions and two open-response questions.

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

You must write your answer to the open-response questions in the spaces provided in your test booklet. Answers or parts of answers written outside the boxed areas cannot be scored.

When you finish, do not work on any other part of the test.

You have 60 minutes to complete this part of the test, but you may have extra time to finish if you need it. Do you have any questions?

Pause and answer any questions.

☐ QUESTIONS 31 THROUGH 70

SAY You may begin.

Record the starting and stopping times for answering Questions 31 through 70.



**RECORD THE
STARTING TIME:**

ADD 60 MINUTES:

**RECORD THE
STOPPING TIME:**

_____ + 60 _____



Check to be sure that students are in the right place in their test booklets and are filling in circles correctly.

At the end of the scheduled time,

SAY Stop. This is the end of the scheduled time for this part of the test. If you need more time to finish this part, please raise your hand.

If students raise their hands, explain to them how the test completion session will be handled in your school. Remember, students are not allowed to transport test materials.

MATHEMATICS

At the end of the testing session, have students check to be sure that they have no extraneous materials—pencils, scratch paper, rulers, markers—inside their test booklets.



This is the end of the Mathematics test. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. Do not put your rulers or scratch paper in your booklets.

Thank you for working so hard. Please close your booklets.

This is the end of the testing session. Collect all test materials.

STEP

8

Complete the Demographic Student-Identifying Information on the Test Booklets

- Page 1 of the test booklet, boxes 2a, 2b, and 3 should be completed by administrators. See Page 34 of this manual for instructions.
- The third page of the test booklet must be completed by school personnel even if the district is using student precoded labels. Page 3 is to be completed after the last testing session. See Pages 34–36 of this manual for instructions.

A Student Test Booklet MUST be completed for ALL students enrolled on the first day of the testing window, except for students enrolled in the Alternate Portfolio Program. School personnel should complete information on this page. Any "Yes" or "No" choice left blank shall be considered a "No."

<p>7a. Does this student participate in the Title I Migrant Program? <input type="radio"/> Yes <input type="radio"/> No</p> <p>7b. If YES, is the student in the first year of eligibility? <input type="radio"/> Yes <input type="radio"/> No</p> <p>8. If the school is a Title I Targeted Assistance School, does this student participate in the Title I Basic Program? <input type="radio"/> Yes <input type="radio"/> No (NOTE: If the school has NO Title I program OR if the school has a schoolwide Title I program, SKIP THIS QUESTION.)</p> <p>9a. Is this student currently identified as Limited English Proficient (LEP) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment? <input type="radio"/> Yes <input type="radio"/> No (If No, see 9e.)</p> <p>9b. If YES, were accommodations or modifications used during testing? <input type="radio"/> Yes <input type="radio"/> No</p> <p>9c. If YES, which accommodations or modifications were used? <input type="radio"/> Paraphrasing or repeating directions <input type="radio"/> Interpreter/translator <input type="radio"/> Personal cueing systems <input type="radio"/> Reader (oral administration) <input type="radio"/> Technology <input type="radio"/> Scribe (dictation) <input type="radio"/> Online testing <input type="radio"/> Other</p> <p>9d. If YES, were accommodations and modifications consistent with the student's Program Services Plan (PSP)? <input type="radio"/> Yes <input type="radio"/> No</p> <p>9e. Has this student exited from LEP status in this school year or in the preceding two school years (2003-2004 or 2004-2005) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment? <input type="radio"/> Yes <input type="radio"/> No</p> <p>10a. Has this student participated in Extended School Services this school year? <input type="radio"/> Yes <input type="radio"/> No</p> <p>10b. If YES, mark all that apply. <input type="radio"/> Before the school day <input type="radio"/> During the school day <input type="radio"/> After the school day <input type="radio"/> Intersession <input type="radio"/> Summer school in previous year</p>	<p>DISABILITY STATUS</p> <p>11a. Does student have on file: an IEP? <input type="radio"/> Yes a 504 Plan? <input type="radio"/> Yes</p> <p>11b. If YES, what is the primary disability? Mark only one. <input type="radio"/> Autism <input type="radio"/> Multiple Disabilities <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Mild Mental Disability <input type="radio"/> Functional Mental Disability <input type="radio"/> Specific Learning Disability <input type="radio"/> Emotional-Behavioral Disability <input type="radio"/> Other Health Impairment <input type="radio"/> Orthopedic Impairment <input type="radio"/> Developmental Delay (8 years of age or younger) <input type="radio"/> Speech or Language Disability <input type="radio"/> Other disability under Section 504 <input type="radio"/> Deaf-Blindness <input type="radio"/> Hearing Impairment <input type="radio"/> Visual Impairment</p> <p>11c. Were accommodations or modifications used during testing? <input type="radio"/> Yes <input type="radio"/> No</p> <p>11d. If YES, were they consistent with the student's IEP or 504 plan? <input type="radio"/> Yes <input type="radio"/> No</p> <p>11e. If YES, which accommodations were used? <input type="radio"/> Interpreter <input type="radio"/> Scribe (dictation) <input type="radio"/> Personal cueing systems <input type="radio"/> Reader (oral administration) <input type="radio"/> Paraphrasing or repeating directions <input type="radio"/> Audiocassette <input type="radio"/> Other technology <input type="radio"/> CATS Online <input type="radio"/> Other</p> <p>12a. Is this student identified for any gifted and talented services? <input type="radio"/> Yes <input type="radio"/> No</p> <p>12b. Is this student receiving services as documented in the student's Gifted Student Services Plan (GSSP)? <input type="radio"/> Yes <input type="radio"/> No</p> <p>13. Is this student eligible to participate in the free/reduced lunch program? <input type="radio"/> Free lunch <input type="radio"/> Reduced lunch <input type="radio"/> No</p> <p><i>Information in this box shall be completed by authorized school personnel at the conclusion of testing.</i></p>
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Box 2a. Complete this box on every test booklet. Fill in the circle that indicates where the student has been enrolled for a full academic year (any 100 instructional days). If the student was **not** enrolled in any single Kentucky public school or district for a full academic year, fill in the last circle.

If you filled in the second, fourth, or fifth circle, you must complete the District/School Code box. Write the six-digit district/school code in the spaces provided. Then fill in the appropriate circle under each digit.

Box 2b. If the student should be excluded from Accountability, fill in the circle that indicates the reason for exclusion. If the reason is not provided in the list in box 2b, fill in the circle next to “Other” and provide an explanation on the Student Roster. If the student should not be excluded from Accountability, do not make any marks in box 2b.

Box 3. In the spaces provided, write the 10-digit State Student ID (SSID) number, placing the first digit of the number in the left-hand box. Fill in the appropriate circle below each digit. Only the first 10 of the spaces can be used for the State Student ID (SSID) number. Do not fill in zeros for any leftover fields.

Box 7a. If this student participates in a Title I Migrant Program, fill in the “Yes” circle. If this student does not participate in a Title I Migrant Program, fill in the “No” circle.

Box 7b. If box 7a was “No,” skip box 7b.

If box 7a was “Yes” and if the student is in the first year of eligibility for the Title I Migrant Program, fill in the “Yes” circle.

If box 7a was “Yes,” but the student is not in the first year of eligibility for the Title I Migrant Program, fill in the “No” circle.

Box 8. Skip box 8 if the school has no Title I program or if the school has a schoolwide Title I program.

If the school is a Title I Targeted Assistance School and if the student participates in the Title I Basic Program, fill in the “Yes” circle.

If the school is a Title I Targeted Assistance School, but the student does not participate in the Title I Basic Program, fill in the “No” circle.

Box 9a. If this student is identified as Limited English Proficient (LEP) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment, fill in the “Yes” circle.

If this student is not identified as Limited English Proficient (LEP) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment, fill in the “No” circle and skip to 9e.

Box 9b. If box 9a is “No,” skip box 9b.

If box 9a is “Yes” and if any accommodations or modifications were used during testing, fill in the “Yes” circle.

If box 9a is “Yes” and if no accommodations or modifications were used during testing, fill in the “No” circle.

Box 9c. If box 9b is “No,” skip box 9c. If box 9b is “Yes,” fill in the circle(s) for the accommodations or modifications that were used during testing.

Box 9d. If box 9b is “No,” skip box 9d. If box 9b is “Yes,” fill in the “Yes” circle if the accommodations or modifications that were used during testing were consistent with the student’s Program Services Plan (PSP).

If box 9b is “Yes,” fill in the “No” circle if the accommodations or modifications that were used during testing were not consistent with the student’s Program Services Plan (PSP).

Box 9e. If this student has exited from LEP status in the preceding two school years (2003–2004 or 2004–2005) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment, fill in the “Yes” circle.

If this student has not exited from LEP status in the preceding two school years (2003–2004 or 2004–2005) based on the results of a state-approved English language proficiency assessment in conjunction with professional judgment, fill in the “No” circle.

Box 10a. If this student has participated in Extended School Services this school year, fill in the “Yes” circle.

If this student has not participated in Extended School Services this school year, fill in the “No” circle.

Box 10b. If box 10a is “Yes,” fill in the appropriate circle(s) indicating when the student has participated in Extended School Services this school year.

If box 10a is “No,” skip box 10b.

Box 11a. If this student has an IEP or a 504 Plan on file, fill in the appropriate “Yes” circle(s).

Box 11b. If this student has an identified educational disability, fill in the circle that identifies the primary disability. Recent changes

in special education regulations allow Admission and Release Committees (ARC) to use the term *developmentally delayed* to identify students for special education services through age 8. For Grade 3 students designated as developmentally delayed, the IEP or 504 Plan bubble in box 11a and the “Developmental Delay” bubble in box 11b should be filled in.

Box 11c. If any accommodations or modifications were used during testing, fill in the “Yes” circle.

If no accommodations or modifications were used during testing, fill in the “No” circle.

Box 11d. If box 11c is “No,” skip box 11d.

If box 11c is “Yes” and those modifications or accommodations that were used during testing were consistent with this student’s IEP or 504 Plan, fill in the “Yes” circle.

If box 11c is “Yes,” but those modifications or accommodations that were used during testing were inconsistent with this student’s IEP or 504 Plan, fill in the “No” circle.

Box 11e. If box 11c is “No,” skip box 11e.

If box 11c is “Yes,” fill in the circle(s) for the modifications or accommodations that were used.

Box 12. If this student is in the primary talent pool in any area, fill in the “Yes” circle.

If this student is not in the primary talent pool in any area, fill in the “No” circle.

Box 13. Fill in the appropriate circle indicating the level of the student’s participation in the free/reduced lunch program.

Check the Test Booklets

Now check the students' test booklets to ensure that

- ☐ all punch-out rulers, scratch paper, and markers are removed. They should not be returned with the test materials.
- ☐ all student-identifying information is complete and correct (if student precoded labels contained inaccurate information). The BIRTH DATE section must be filled in properly. This information is used to verify student identity when other information is insufficient.
- ☐ all applicable special codes fields are filled in according to instructions from your BAC or principal.
- ☐ all circles that students intended to mark are filled in completely.
- ☐ all stray pencil marks are erased.
- ☐ all erasures are complete.

Sort and store unused materials per instructions from your BAC.

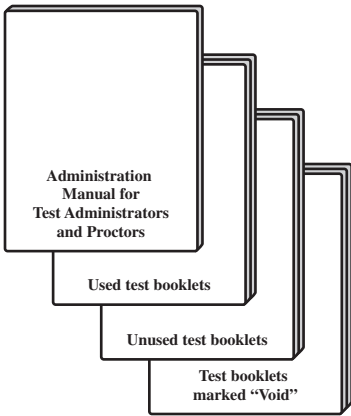
STEP
10

Return Materials to the Building Assessment Coordinator

All materials must be accounted for and returned upon completion of testing.

Your special attention to these procedures will greatly help your DAC and CTB/McGraw-Hill in the prompt processing of the test materials.

- ☐ Verify that you have the same number of test booklets that you were given by your BAC.
- ☐ Use the secure barcode number to put the test booklets in numerical order.
- ☐ On the front cover of this manual, write your name and the number of used and unused test booklets you are returning to your BAC.
- ☐ Place the Augmented NRT test materials in the following order from top to bottom (Test booklets with sticky notes that indicate that the booklets require special handling should be placed on top of the stack.):



All testing materials must be returned to your BAC no later than the last day of your testing window.

Thank you for your help in administering the Augmented NRT.

Appendix A: Appropriate Assessment Practices Certification Form

This form, included on the next two pages, should be read and signed by each proctor prior to the first testing session and kept on file by the BAC or the DAC.

COMMONWEALTH ACCOUNTABILITY TEST SYSTEM
Augmented NRT—Spring 2006
Appropriate Assessment Practices Certification Form

Appropriate Assessment Practices

The Kentucky General Assembly through KRS 158.6453 requires an innovative student assessment program designed to measure student progress toward achievement of the goals specified in KRS 158.6451. The purpose of this document is to describe the practices that are considered appropriate in preparing students for the assessments, in administering them, and in assuring proper security of the assessments.

In determining appropriate practices, the following standards have been used:¹

- Professional Ethics No test-preparation practice should violate the ethical standards of the education profession in 704 KAR 20: 680.
- Educational Defensibility No test preparation shall increase students' test scores on the state-required tests without simultaneously increasing students' real ability to apply the content to real life or simulated real-life situations.
- Student Ownership All assessment work shall be done entirely by student. No one shall coach, edit, or point out errors in student work on the open-response or multiple-choice portions of the test.

The first standard simply refers to evaluating the appropriateness of a practice to determine whether it meets standards of professional ethics. Therefore, such activities as duplicating secure testing materials, which is specifically prohibited, would be considered inappropriate by applying this standard. Only those items designated by the department or its contractors as "released" may be reproduced for any reason without the specific written permission from the Kentucky Department of Education.

The second and third standards encourage any activities that increase student mastery of the content being tested, but would classify as unacceptable any practice that creates a deceptive picture of student achievement.

The Augmented NRT is a standardized assessment consisting of open-response and multiple-choice items and on-demand writing prompts. This type of testing is generally familiar to most teachers, and the practices that are appropriate are well known. It is appropriate for teachers to know the concepts measured by the state-required tests and to teach those concepts. Teachers may use test items from previous years released by the Kentucky Department of Education to prepare their students for the testing. On the other hand, it is unethical to know specific test questions before the administration of the test and, more importantly, to use the knowledge about the content of any specific test questions in preparing any instructional materials or delivering any lessons. Administrators and teachers should use all due diligence to ensure the security of the test before, during, and after administration. All copies of materials shall be returned to the testing contractor immediately following administration or properly secured through procedures that may be issued by the department. No assessment materials other than those officially designated as released may be duplicated. All directions in the 2006 *Kentucky Commonwealth Accountability Testing System Administration Guide* and additional materials that accompany the test materials shall be followed. For more information concerning appropriate assessment practices, please refer to the Administration Code for Kentucky's Educational Assessment Program.

A Spring 2006 Appropriate Assessment Practices Certification Form signature block is provided on the next page. **All school personnel involved in the assessment must sign this form.** Additionally, an administrator/proctor guide for the state-required assessments is provided for use by test administrators.

¹Popham, James. Appropriateness of Teachers' Test-Preparation Practices; *Education Measurement: Issues and Practices*, Winter, 1991

Administrator/Proctor Guide for the Augmented NRT

Administrators/proctors for the Augmented NRT shall maintain an atmosphere conducive to the successful completion of the assessment. No information about the content of answers may be provided to the students. These recommendations are made in the spirit of fairness such that no assistance is rendered to some students that is not offered to all students.

Administrators/proctors should do the following:

- Explain to students how to fill out test booklets according to the directions.
- Provide extra writing instruments, sharpeners, blank writing paper, blank graph paper.
- Circulate among students during testing.
- Prevent observers from distracting students.
- Verify beforehand that the testing environment will not prohibit students from completing their tasks (e.g., adequate ventilation, no broken furniture, adequate lighting).
- Take all measures allowed by the school to prevent interruptions (e.g., messengers, intercom announcements).
- Cite and attempt to correct printing errors if they are discovered (e.g., misnumbered pages, blank pages, smeared copy).
- Notify your District Assessment Coordinator if you believe it is a universal or widespread error.
- Correct the spelling of misspelled words in the test booklet if necessary. The only spelling errors worth correcting are those that would cause a change in the response.
- Accommodate for physical comfort as necessary (e.g., broken chairs, drafts, lighting).
- Encourage students to work constructively to complete the assessments; however, proctors shall not provide any content information for the assessment.

Administrators/proctors may *not* do the following:

- Read the questions to students (except as specified in the manual).
- Provide references other than those specifically indicated in the instructions.
- Provide tools except as specifically allowed in the instructions (i.e., calculators shall be provided for Mathematics and Science and may be used in other content areas; dictionaries and thesauri may be provided for writing prompts ONLY).
- Answer questions related to the response (no hints, restatements, interpretations, rephrasing for clarification).
- Threaten students or lie about consequences of testing performance.
- Provide preprinted acronym sheets or paper containing a system for organizing answers (e.g., column method, ROOTs).

Administrators/proctors should *not* do the following:

- Hover over individual students for extended periods of time.
- Allow distractions.
- Engage in activities preventing their full attention to the students.

All school personnel involved with the assessment program must sign the certification form below. The form should be kept on file in the local district.

**COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM
AUGMENTED NRT—SPRING 2006
APPROPRIATE ASSESSMENT PRACTICES CERTIFICATION FORM**

I have received and read the Administration Code for Kentucky's Educational Assessment Program and the Appropriate Assessment Practices Certification Form provided by the Kentucky Department of Education.

Name of District: _____ **Name of School:** _____

Staff Member's Signature: _____ **Date:** _____

